

CSP Grant for Remote Learning Access due to COVID-19
Quarterly Performance Report
July 1, 2021

Total Number of Subgrantees: 139
Total Allocation: \$16,900,940
Total Expenditures (as of 6/30/21): \$10,413,629.85

The test results shown come from the English Language Arts (ELA) results of the third-grade Florida Standards Assessment. The number shown from each school represents the percentage of students schoolwide that scored a Level 3 or above (or, who scored proficient and above) on the third-grade ELA test. In those cases where there is no number present, it is because the school had no third-grade class (it is a middle school or high school, for instance). Those with an asterisk (*) in that field had too few students for us to report results. More complete test results will be updated for all schools on this list when they are available in August.

In some cases, schools did not respond to all questions by the time of this publication. We have followed up with each school and will re-post this report when the information is received.

District	School Name	Allocation	Expenditures	From April 1, 2021 through July 1, 2021, how many students were or are served through remote or hybrid (in-person/ remote) learning?	Enrollment (October 2020 FTE)	In the area below, briefly describe how the school implemented remote/hybrid learning needs from April 1, 2021 through July 1, 2021.	From April 1, 2021 through July 1, 2021, on average, how many hours per day do teachers engage in remote or hybrid (in-person/remote) learning?	From April 1, 2021 through July 1, 2021, on average, how many hours per day do students engage in remote or hybrid (in-person/remote) learning?	Please provide information that shows how the school overcame challenges with remote learning during the grant period.	Third grade ELA Percent Proficient
Alachua	Alachua Learning Academy Elementary	\$ 37,620.00	\$ 37,620.00	105	98	ALA provided synchronous education for our students. Online students had the same schedule and lessons the in-person students experienced.	6	6	The school purchased Chromebooks so that each student had one. Teachers were able to assign the same assignment to both online and in-person students.	73
Alachua	Boulware Springs Charter School	\$ 61,400.00	\$ 38,494.76	24	152	There were 5 students at school receiving instruction. The teacher zoomed with the at home students during the reading and math block (1.5. Hrs each). She also met with various small groups of at home students to help prepare them for FSA	6 hrs	4 -6 hrs	Technology purchased provided students and teachers the necessary resources	79
Alachua	Micanopy Area Cooperative School	\$ 61,475.00	\$ 54,865.00	28	197	After April 1, 2021, remote learning was only available to students and families if the student was quarantined from school. Students were encouraged to participate in person if there was not a quarantine requirement.	5 hrs per day if a student was quarantined.	5 hrs. per day if the student was quarantined.	Students were encouraged to participate in person unless there was a quarantine requirement. Students were provided digital links, physical educational resources and included in simultaneous instruction via zoom. There was communication between the teachers and the families. Support was provided as needed.	48
Alachua	North Central Florida Public Charter School	\$ 49,482.00	\$ 43,181.03	176	154	The school purchased and assigned laptops to all students participating in the remote/hybrid learning. Students also received internet WiFi connect cards for home school use. Students followed a daily class schedule as if they were on campus. Teachers provided direct instruction and one on one tutoring via Zoom and Google Classroom.	5	3.5	One of the biggest challenges was the lack of internet capability in student homes. Not having a home computer was the next biggest challenge. The CSP grant afforded the school the opportunity to provide both of these to students on the remote/hybrid model.	
Alachua	The One Room School House Project	\$ 141,917.00	\$ 121,089.36	155	158	ORSH continued to offer hot spots and laptops to families and faculty in quarantine. All classes remained hi-flex with a 1:1 student computer ratio. We continued to use google classroom as well as an assortment of other programs to ease the transition between online and in person learning.	5	5	Our biggest challenges were internet connection and the computer-to-student ratio. We have successfully purchased enough laptops to be 1:1 and are upgrading our connection this summer.	48
Bay	Central High School	\$ 50,728.00	\$ 49,927.99	8	126	We held online sessions using Zoom and our learning platform, APEX. Teachers were available online, in person and by phone at all times during the school day for the students to contact from home.	Teachers were available and participated in 8 hours of remote and/or hybrid learning per day	the students were required to attend 5 hours a day	We had very few challenges as we are a small school and the remote learners had a lot of opportunity to make contact with our staff on a daily basis.	
Bay	Palm Bay Prep Academy	\$ 98,968.00	\$ 96,297.33	90	259	Teachers provided instruction during real time through Zoom and Google Classroom	6	6	It was important to ensure teachers had the needed equipment and tech support. Teachers were provided opportunities to collaborate to discuss issues with attendance and technology issues.	
Bay	Palm Elementary School	\$ 105,559.00	\$ 104,225.05	301	303	Each grade level had a teacher assigned to provide online learning to students learning from home live via Zoom and Google classroom as well as to students brick and mortar in their rooms. Other teachers in each grade level provided instruction to their students in their classroom in a traditional manner.	6 hours	6 hours	We ensured teachers had the equipment needed to provide remote learning as well as tech support when needed. We also provided teachers opportunities to collaborate with other teachers to brainstorm and problem solve concerns and issues they may have encountered.	47
Brevard	Emma Jewel Charter Academy	\$ 26,800.00	\$ 26,675.98	100	339	We provided laptops to scholars that needed them for remote learning. We also provided mobile hotspots for scholars that did not have internet.	We had teachers that were teaching eLearning all day.(8Hours)	Some scholars were full-time remote learning. About 100 scholars were remote learning in April 1, 2021. They then started to migrate back to face-to-face learning.	We were able to support scholars with Ipads for younger scholars. Our younger scholars do not test well on laptops so the Ipads work much better.	34
Brevard	Imagine Schools at West Melbourne	\$ 74,670.00	\$ 72,181.53	115	502	Imagine Schools at West Melbourne implemented eLearning (remote learning) was implemented daily through google meets. Teachers would provide instructional support and small group intervention support throughout the day (8:00am-3:00pm)	6	6.5	With the use of the grant funds, we were able to provide all of our students the option of eLearning and were able to provide each student that selected this modality with a device to utilize. We were able to maintain high levels rigor and exceeded our learning gain goal for the year.	48

CSP Grant for Remote Learning Access due to COVID-19
Quarterly Performance Report
July 1, 2021

District	School Name	Allocation	Expenditures	From April 1, 2021 through July 1, 2021, how many students were or are served through remote or hybrid (in-person/ remote) learning?	Enrollment (October 2020 FTE)	In the area below, briefly describe how the school implemented remote/hybrid learning needs from April 1, 2021 through July 1, 2021.	From April 1, 2021 through July 1, 2021, on average, how many hours per day do teachers engage in remote or hybrid (in-person/remote) learning?	From April 1, 2021 through July 1, 2021, on average, how many hours per day do students engage in remote or hybrid (in-person/remote) learning?	Please provide information that shows how the school overcame challenges with remote learning during the grant period.	Third grade ELA Percent Proficient
Brevard	Odyssey Charter School	\$ 151,560.00	\$ 143,527.46	300 students	1665	Odyssey eLearning at home was an innovative program is designed for families who want to limit exposure of their child to COVID-19. Based upon guidance from FLDOE, students in this program used the same curriculum as students in the traditional program and were expected to complete the same amount of work. Students that attended school remotely following a standard school schedule with daily interactions between students and teachers. Parental support and supervision was required for students enrolled in Odyssey eLearning to ensure they are successful. Teachers taught hybrid classes as students returned to school where some students were online while others were in class face-to-face. Lots of training was provided to support teachers in this process, as well as the use of the CANVAS system to help students at home access all curriculum and instructional resources. Computers and hot spots were provided to students needing them. • Based on guidance from the FLDOE, students in both the traditional and Odyssey eLearning models were instructed using the same curriculum. Students in both models were expected to complete the same amount of work.	7-8 hours	7-8 hours	Providing hotspots and computers to students being served remotely, along with providing training and support to families and teachers to work through remote learning and providing the CANVAS learning platform to help give students at home access to school curriculum and instruction resources, allowed for most students to receive the best alternative to not attending school face-to-face.	76
Brevard	Odyssey Preparatory Charter Academy	\$ 73,646.00	\$ 70,361.44	114	415	Two different versions of e-Learning were completed: 1) K-4 were done all on-line with a certified instructor since the number of students was still high enough to not have to do a hybrid model. 2) 5th-6th grade were hybrid models based on students coming back into the brick and mortar environment. Certified teacher taught students in the classroom and also online simultaneously.	8 hours	6.75	Students were able to receive technology they would have not been able to have access to without the grant. Also, teachers were able to gain access to technology and instructional tools that were essential to everyday lessons and instruction.	60
Brevard	Royal Palm Charter School	\$ 37,240.00	\$ 37,239.96	34	320	Teachers taught a hybrid model by teaching all students the same regardless of online/in person. Students at home attended through Zoom links and accessed material electronically or picked up materials at the beginning of the week.	7	7	All students had access to technology, either personal or borrowed from the school. Communication between home and school was critical for those students learning at home.	58
Brevard	Palm Bay Academy	\$ 184,410.00	\$ -	326	340	PBA continues with our online learning options for all our students so we can maintain the level of instruction our students are used to receiving, whether the student (s) are face to face or online. Our school-wide preparations (at certain times during the day brick and mortar students join online with the e-learners and the entire class is taught virtually) were warranted since we have a number of blended classrooms that were quarantined forcing everyone in those classrooms to become full time online learners. Since teachers were fully prepared to teach 100% of their lesson plans online, student learning has not been interrupted.	Virtual learning is conducted all day. All of our teachers have either a blended classroom (both e-learners and face to face) or are strictly online. We had 2 additional online classrooms recently due to COVID quarantines.	Our e-learners are online for the entire school day. Our in school learners experience virtual learning also, at least once a day for an entire lesson if not more.	We had applied for a Budget Amendment in order to maximize our online capabilities. Since we have not received an approval of that amendment as of this time, our teachers had to use their personal equipment along with Google Classroom in order to successfully teach a blended or completely online classroom. We did have hot spots and service which enabled us to assist those that needed internet. Online students were brought into the school for person to person assessments so we could make sure assessment data was accurate. In person tutoring sessions were also instituted for those that needed it.	33
Broward	Alpha International Academy	\$ 70,305.00	\$ -	62	68	Students who elected remote learning participated in live instruction. Each student was assigned a computer which they used to participate in live instruction. Some teachers used Zoom or Microsoft Teams.	330 minutes	330 minutes	The challenges were enormous. COVID-19 Quarantine Computers Wifi access The new norm. Students had to learned a new way to learn, teachers learned a new way to teach and parents were more engaged in their child's education. The ability for every student to be administered a computer and have access wifi solved the problem of having the ability to be participate in remote learning. The school developed a dissemination plan that was very well executed. The next issue was IT issues, A IT company had to be retained to address all our IT problems. The school had to upgrade it's technology infrastructure when students returned. Having extra computers is essential due to computer problems. Technology workshops on new software and new programs helped staff implement a robust education both for in-person and remote students. Each student having a computer was essential when students had to be quarantined according to CDC guidelines. Students were still able to be receive daily instruction while home on quarantine. Teachers who were home on quarantine were still able teach their class remotely also.	*
Broward	Avant Garde Academy K8 Broward	\$ 158,561.00	\$ 158,245.94	939	948	AGA was able to acquire student devices, carts for the devices and online platforms and curriculum to support remote/hybrid learning needs. The school implemented Google Classroom as a way for teachers to deliver instruction and students to complete assignments on a daily basis online, rather than paper/pencil.	6.5	6.5	The school was able to provide each student with a device to use during the pandemic. This allowed students to attend class and complete assignments remotely whom did not have access to the proper technology. The curriculum that was purchased gave teachers and students access to assignments that could be completed and checked virtually.	46
Broward	Avant Garde Academy of Broward	\$ 163,201.00	\$ 149,940.50	923	933	The school implemented remote/hybrid learning needs by providing a device to each student. This allowed for students to attend class and complete assignments virtually. The school also purchased a variety of platforms for students to complete assignments and assessments, as well as the Google Classroom which house teacher lessons and student work.	6.5	6.5	Providing all students with the proper technology removed a major barrier for remote and live students. The access to the device allowed students to attend classes and complete assignments from home.	
Broward	Broward Math And Science Schools	\$ 121,410.00	\$ 114,858.00	101 remote, 237 in-person	321	BMSS provided two options to its community which are;(1) Opening the school doors and provide face-to-face instruction five days a week or (2) Make BMSS Distance Learning Program available to follow the same pacing and curriculum from home five days a week.	5.5	6.5	CSP grant allowed us to buy sufficient number of Chromebooks to provide students who are remote learners. The grant helped us personalized device usage for on campus learners to minimize spread of possible viruses. It helped to provide laptops for each and every teacher. It also was a great help to accommodate needs during state tests.	55

CSP Grant for Remote Learning Access due to COVID-19
Quarterly Performance Report
July 1, 2021

District	School Name	Allocation	Expenditures	From April 1, 2021 through July 1, 2021, how many students were or are served through remote or hybrid (in-person/ remote) learning?	Enrollment (October 2020 FTE)	In the area below, briefly describe how the school implemented remote/hybrid learning needs from April 1, 2021 through July 1, 2021.	From April 1, 2021 through July 1, 2021, on average, how many hours per day do teachers engage in remote or hybrid (in-person/remote) learning?	From April 1, 2021 through July 1, 2021, on average, how many hours per day do students engage in remote or hybrid (in-person/remote) learning?	Please provide information that shows how the school overcame challenges with remote learning during the grant period.	Third grade ELA Percent Proficient
Broward	Central Charter School	\$ 332,127.00	\$ 331,701.00	1187	1192	Central Charter school provided remote/hybrid learning to students through Zoom, Canvas, and other online programs. Teachers simultaneously instructed on campus students and their remote students on Zoom using the devices provide by the remote learning grant.	6 hours per day	6 hours per day	Many of our students were unable to access devices for remote learning. The devices purchase through the grant provided access to remote instruction and instructional resources needed for academic success.	30
Broward	Charter School of Excellence	\$ 42,365.00	\$ 38,154.10	54	235	The CSE's Spring Reopening Plan outlines the action plans to continue progress monitoring and intervention plans for students within the innovative learning modality. Progress Monitoring was implemented and student data was collected and analyze to complete a needs assessments. The results from the data reports allowed for the administration and teachers to collaborate on how to provide interventions for students who are falling behind in their academics. In the case a student was identified not making adequate progress within the innovative learning modality, a parent conference was arranged to discuss areas of concerns and to create an action plan to help meet the students' learning needs.	6.5 hours	6 hours	The school overcame challenges through the implementation of Professional Development and using Best Practices for Zoom. A Parent Survey was organized to complete a needs assessment. to help identify any barriers that hindered students from achieving their learning goals through virtual learning. Parent conferences were arranged monthly to provide up-to-date information and resources. Students that were identified as not making adequate progress were transition from virtual to face to face instruction.	44
Broward	Charter School of Excellence at Davie	\$ 53,565.00	\$ 48,811.20	71	286	The CSE's Spring Reopening Plan outlines the action plan to continue progress monitoring and intervention plans for students within the innovative learning modality. A parent survey was organized to complete a needs assessment. The results from the survey allowed the administration team to organize and distribute loaned Chromebooks and learning materials, aligned to our CSE's Home Learning Plan. In the case a student was identified not making adequate progress, a parent conference was arranged to discuss areas of concerns and to create an action plan to transition a student from virtual to face-to-face instruction.	6.5 hours	6 hours	The school worked collaboratively with all stakeholders to overcome challenges faced throughout the virtual learning process. The school has a team that assisted parents with troubleshooting software issues and the technology department, remotely serviced student Chromebooks as needed.	65
Broward	Eagles Nest Charter Academy	\$ 269,944.00	\$ -	150	346	The school utilized TEAMS and ZOOM to provide daily academic instruction for students who learned remotely. Teachers taught both onsite as well as virtual students simultaneously.	Teachers taught remotely for 7 hours each day Monday through Friday.	Students engaged in virtual learning 6.5 hours each day Monday through Friday.	Teachers provided technical assistance to students and parents in an effort to ensure they were able to log on and utilize the online platform. Administration provided parent trainings virtually and posted the trainings on the school's website for reference. Students who were struggling academically and able to return physically to campus, transitioned back on site.	29
Broward	Eagles Nest Middle Charter School	\$ 60,301.00	\$ -	54 hybrid learning	55	Teachers used Microsoft Teams, and Zoom to teach students face to face and home. On-line curriculum through HMH, IXL, and i-Ready was used to remediate and enrich students.	7.5 hours	7.5 hours	Laptops and hotspots were provided to students who needed them. Textbook and online resources were given to all students. Struggling students were given individual sessions to assist with bridging gaps.	
Broward	Everest Charter School	\$ 135,416.00	\$ -	145	149	The school implemented remote/hybrid learning needs by using Microsoft teams and the classroom cameras as the medium for students and teachers to visually connect and interact with each other. Edgenuity was used as the supplemental online curriculum for students to participate in the online instruction.	10 hours	7	The school overcame challenges with remote learning during the grant period through frequent communication, parent trainings, and professional development. It was important to constantly communicate with parents and students to determine their needs and how we could quickly mitigate any issues. Tutoring was offered Mon-Sat to assist students who needed extra assistance, and instruction was available after hours for students whose parents worked during normal school hours. The live after-hours instruction and helpdesk was instrumental in overcoming challenges.	*
Broward	Imagine Charter School at North Lauderdale Elementary	\$ 53,570.00	\$ 49,019.61	275	461	Imagine Schools offered classes for all subject areas including Reading, Math, Science, Social Studies, and an enrichment program via google classroom and live video session.	6.5 hours	6.5 hours	Teachers were trained on virtual programs, opened a internet café to aide parents with technology, and offered free tutoring services for students.	26
Broward	Innovation Charter School	\$ 51,450.00	\$ -	Average of 80 students monthly participating in remote learning	435	From April 1-July 1, students participating in remote learning (either full-time or students quarantined due to COVID) were provided with chromebooks and logged in daily (M-F) following a regular school schedule with instructions delivered by their classroom teacher.	7	7	Through technology (chromebooks and software), students were able to participate in remote learning with direct teacher instruction. Students were able to receive quality whole group instruction through the digital platform as well as small group or individualized instruction to meet their learning needs.	37
Broward	International School of Broward	\$ 79,115.00	\$ 38,795.88	86 students were served through remote or hybrid for learning.	80	All students are given laptop computers, textbooks and other support materials to assist with their learning needs.	Teachers engaged in 6 hours of remote/hybrid learning per day.	Students engaged in 6 hours of remote/hybrid learning per day.	The school overcame challenges by being able to provide all students with the necessary resources for each student as well as necessary trying and resources for all teachers.	
Broward	New Life Charter Academy	\$ 127,565.00	\$ -	143	143	The instruction was administered to remote and face to face to face learners by using Googe Classroom and Zoom. Zoom was the media to conduct video conferencing with students. Google Classroom was used to host the instructional content. Teachers had to navigate between the two platforms to ensure that effective instruction.	7.5 hours	7.5 hours	The school bombarded parents with communication about the importance of attending school. In addition, remote learners were allowed to participate in fun interactive educational activities. The school employed the services of a social worker to assist with the challenges and social emotional learning needs of the students. The social worker played an instrumental role in lessening behavioral and truancy trends within our school.	27
Broward	Panacea Prep Charter School	\$ 82,079.00	\$ -	87 hybrid learning	88	Teachers used Microsoft Teams, and Zoom to teach students face to face and home. On-line curriculum through HMH, IXL, and IReady was used to remediate and enrich students.	7.5 hours	7.5 hours	Laptops and hotspots were provided to students who needed them. Textbook and online resources were given to all students. Struggling students were given individual sessions to assist with bridging gaps.	38
Broward	Paragon Academy of Technology	\$ 15,700.00	\$ 8,500.00	73	133	Used zoom and laptops	7	7	Ordered additional laptops and utilized school-provided hotspots for those without internet access	
Broward	RISE Academy School of Science & Technology	\$ 121,930.00	\$ 103,248.43	326	331	Approximately 20% of the student population received on site instruction. All teachers reported for on site teaching .	Teachers were engaged in remote and onsite learning for 6 hours per day.	Students are engaged in online or on site learning for 6 hours a day.	Students err all given laptops and all curriculum materials to learn remotely. Some students were given jet pack hotspots for high speed internet if they needed it.	53

CSP Grant for Remote Learning Access due to COVID-19
Quarterly Performance Report
July 1, 2021

District	School Name	Allocation	Expenditures	From April 1, 2021 through July 1, 2021, how many students were or are served through remote or hybrid (in-person/ remote) learning?	Enrollment (October 2020 FTE)	In the area below, briefly describe how the school implemented remote/hybrid learning needs from April 1, 2021 through July 1, 2021.	From April 1, 2021 through July 1, 2021, on average, how many hours per day do teachers engage in remote or hybrid (in-person/remote) learning?	From April 1, 2021 through July 1, 2021, on average, how many hours per day do students engage in remote or hybrid (in-person/remote) learning?	Please provide information that shows how the school overcame challenges with remote learning during the grant period.	Third grade ELA Percent Proficient
Broward	Somerset Academy Village	\$ 106,054.00	\$ -	150	228	During the date range we implemented our remote/hybrid learning model utilizing the Classroom of the Future we had established in each room. With the use of multiple flat screen tvs, tracking cameras, microphones, and laptops students who were not physically in class were able to still feel as if they were here with their classmates.	7.5 hours daily.	7.5 hours daily	One large accomplishment is we had over 90% of students in attendance each day. This was achieved with collaboration between the amazing teachers, front office staff, and parents.	41
Broward	Somerset Academy Village Charter Middle School	\$ 104,913.00	\$ -	50	159	During the date range we implemented our remote/hybrid learning utilizing the Classroom of the Future we had established in each room. With the use of a smart board, multiple flat screen TVs, tracking cameras, microphones, and laptops students who were not physically in class were able to still feel as if they were here with their classmates.	7.5 hours daily.	7.5 hours daily	One large accomplishment is we had over 90% of students in attendance each day. This was achieved with collaboration between the amazing teachers, front office staff, and parents.	
Broward	Somerset Preparatory Academy Charter School at North Lauderdale	\$ 157,010.00	\$ -	250	736	Our school continued to support our student and their families through this distance learning experience because we had the technology for our families. We continued with the ticketing system that students and their families access to intervene in the event their current device is experiencing technical issues. Our school was able to provide remote access support services that can assist students experiencing software and password-related issues. These services can be requested via email or with an in-person phone call. Our priority was to ensure that our students access their education.	7 hours	7 hours	Our school faced all of the challenges with being ready to implement a hybrid instructional model that combines Remote-Live Instruction (RLI) and a traditional educational setting. This option provided our parents with choices and a flexible student setting. with the necessary funds our classrooms were outfitted with the necessary equipment for our families. This setting would allowed our school the flexibility to stagger attendance and promote social distancing while maintaining social distancing protocols. Also, this setting would allowed students that are asymptomatic or under quarantine to access their courses without missing out on live instruction. Our school's ESP has developed a Single Sign On (SSO) platform that houses all of the instructional applications. Students are required to sign in at the beginning of the course and interactive engagement with their teacher. Each student received their assignment and actual questions and answers occur, such as in a traditional classroom. Both informal and formal assessments were performed and monitored on our platform. This platform was accessible to only our students. We did this to promote safety and security while facilitating access to the instructional applications that supported our educational mission.	32
Broward	South Broward Montessori Charter School	\$ 6,018.00	\$ 5,567.90	30	158	Videoconferencing and digital resources continued to be utilized for direct instructions, small group instructions, and one-on-one interventions.	7	7	The school was able to offer both synchronous and asynchronous instructions to both online and in-person students using videoconferencing platforms and digital resources.	56
Broward	SunEd High of North Broward	\$ 67,840.00	\$ 51,069.13	300	319	Students continue to receive instructions on Google classroom and online platforms for teacher instruction. Students were also given choices to return to the school for 1 to 1 and face-to-face instruction.	3 to 4 hours	5 hours	School implemented a home visit schedule as well as home contact and administrative meetings for students who are not making adequate progress.	
Broward	Sunshine Elementary Charter School	\$ 34,500.00	\$ 14,700.00	74	277	Zoom and laptops. Teachers taught both face-to-face and Zoom students	6	6	Purchased additional laptops and utilized school-purchased hotspots for those without internet access.	23
Collier	Immokalee Community School	\$ 39,803.00	\$ 36,933.35	We had approximately 20 students served through remote learning from April to July.	244	The school implemented remote/hybrid learning by assuring live video stream for students who could not attend campus. This was done Monday through Friday from 8:30 a.m. - 3:30 p.m. If students needed additional support on homework or any assignments, we provided after school tutoring for those scholars online. After-school tutoring was from 3:30 p.m. - 4:30 p.m.	On average, our teachers engaged in person/remote learning for 7 hours Monday through Friday.	On average, our scholars spent 7 hours in person/remote learning.	Our school overcame challenges with remote learning during this school year in many ways. We were able to provide a device for every student on our campus, we were able to provide hot spots for those who needed the connection at home and we were able to keep students engaged in learning with live teaching! Our teachers were able to receive technology needed to overcome challenges that came in through the year.	43
Dade	Academir Charter School Middle	\$ 105,926.00	\$ 70,283.50	108	327	live action cameras with bell to bell instruction using the Google Meet Education Suite	8	6.5	Practice and professional development, troubleshooting, computer purchases, remote live action cameras, television monitors, television stands, lending devices, digital curriculum, regular bell to bell instruction	
Dade	Academir Charter School Preparatory	\$ 294,077.00	\$ 201,433.00	300	969	Live action cameras with bell to bell instruction for the entire school day	8	7	Increased IT support, purchases in IT infrastructure, computers, cameras, tv monitors	64
Dade	Academir Preparatory Academy	\$ 189,171.00	\$ 140,715.43	130	426	live action cameras with bell to bell instruction using the Google Meet Education Suite	25	6.5	Practice and professional development, troubleshooting, computer purchases, remote live action cameras, television monitors, television stands, lending devices, digital curriculum, regular bell to bell instruction	64
Dade	Academy for International Education Charter School	\$ 201,234.00	\$ 198,940.78	392	393	Students received instruction using the remote/hybrid learning in the core areas of reading and mathematics. Teachers monitored students progress and were in communication with parents and students on a regular basis.	7 1/2	7 1/2	The many challenges were overcome with the support of the ESE Program specialist; the ESOL teacher, and the principal as well as the IT Technology who insured remote learning occurred as seamlessly as possible,	58
Dade	Alpha Charter of Excellence	\$ 8,750.00	\$ 8,750.00	The school had about 100 students that were in either remote learning or hybrid model.	290	The school had two classes that were 100% online. The rest of the classes were hybrid model. The school was able to provide teachers with smart boards, technology and software (Class kick, Class Dojo, Iready monitoring and assessment etc) that enable them to teach students at home. Google Classroom was also used as a platform for student engage and be able to access all the resources, books, online activities, communication with parents and turn in assignments.	The average hours engaged for K-1 5.5 hours. The average for 2nd - 5th hours engaged 7 hours.	The average hours engaged for K-1 6 hours. The average for 2nd - 5th hours engaged 7 hours.	The school was able to provide parents with devices for all their children attending Alpha Charter of Excellence.	35

CSP Grant for Remote Learning Access due to COVID-19
Quarterly Performance Report
July 1, 2021

District	School Name	Allocation	Expenditures	From April 1, 2021 through July 1, 2021, how many students were or are served through remote or hybrid (in-person/ remote) learning?	Enrollment (October 2020 FTE)	In the area below, briefly describe how the school implemented remote/hybrid learning needs from April 1, 2021 through July 1, 2021.	From April 1, 2021 through July 1, 2021, on average, how many hours per day do teachers engage in remote or hybrid (in-person/remote) learning?	From April 1, 2021 through July 1, 2021, on average, how many hours per day do students engage in remote or hybrid (in-person/remote) learning?	Please provide information that shows how the school overcame challenges with remote learning during the grant period.	Third grade ELA Percent Proficient
Dade	Arts Academy of Excellence	\$ 49,693.00	\$ -	49	44	Arts Academy has worked to closed achievement gaps throughout the COVID-19 pandemic by continuing to offer a full array of services, remotely and in-person based upon parental choice, to ensure that all students have access to fully synchronous instruction and services required for vulnerable populations, such as students from low-income families, students of migrant workers, students who are homeless, and students in foster care. The school will continue to open its brick and mortar school building, (5) days a week for students who plan to physically attend school subject to advice and orders of the Florida Department of Health.	7.5	7.5	The school has ensure that all learners, including those who may appear to be "missing" as a result of not participating in previous distancing learning or responding to teacher and counselor outreach during the time of school closing. Arts Academy will identify the psychological issues that students and staff will confront as the return to some form of school in the Fall. The school will develop action plans for student services to be delivered to learners and their families in virtual contexts, such as tele-counseling and tele-health interventions. Arts Academy will support the needs of homeless and transient students, including students who may have entered or plan to enter the system during the Fall.	
Dade	Beacon College Prep	\$ 225,646.00	\$ 151,070.17	132	444	Our teachers all taught sections that were hybrid (meaning they had in person students and students at home). We used technology purchased with CSP funds to get students connected to the internet, and to get them on Zoom for class. Over time, more students started to come to school physically, which made it easier to teach them.	7 1/2	7 1/2	Technology challenges such as links for sessions, connectivity and other items were solved as they came up and students still received the education they have a right to.	22
Dade	Downtown Miami Charter School	\$ 479,231.00	\$ -	195	582	The school implemented both mobile and flexible learning options for families during this time period. Through the use of the OWI camera systems, hotspots, devices and headsets provided through this grant, scholars were able to connect to and interact with the in-person scholars at all times.	7 hours	7 hours	We overcame challenges during this time period as is evident through our iReady data evidence.	45
Dade	Excelsior Charter Academy	\$ 360,276.00	\$ 144,900.00	181 students	410	From April 1- June 9th, teachers served remote students by connecting with them via Zoom and students submitted the classwork and homework assignments via Google Classroom.	7 hours	7 hours	As a result of the grant, we were able to purchase classroom cameras and other technological devices that that allowed us to connect with remote students with ease.	31
Dade	Excelsior Language Academy of Hialeah	\$ 185,970.00	\$ 70,350.00	100 in person 100 remote	177	We utilized google classroom and zoom.	7.5 hours	7.5 hours	Providing each child with their own iPad and having cameras in all the classrooms in order to transmit teachers conducting their lessons was very helpful in overcoming challenges while remote learning was occurring.	35
Dade	Highly Inquisitive & Versatile Education (HIVE) Preparatory School	\$ 117,800.00	\$ -	313	840	We conducted a synchronous education program. Remote students attended the same classes and followed the same schedule as in-person students. Remote students utilized Blackboard Collaborate as the academic platform.	7	7	Provided devices and accessibility to students in need. Utilized Blackboard to maximize communication and provide organization. Diligently followed a communications protocol that frequently identified and addressed remote student's needs.	78
Dade	iMater Academy	\$ 113,642.00	\$ -	682	695	The school provided technological devices to students who were learning remotely. In addition, the school implemented a classroom of the future where teachers were able to teach in person as well as providing instruction to students who were learning remotely from home via a live video tracking the teachers movements and providing the student the ability to participate as if he/she was on site.	7 hours	7 hours	The school provided technological devices to students who were learning remotely. In addition, the school implemented a classroom of the future where teachers were able to teach in person as well as providing instruction to students who were learning remotely from home via a live video tracking the teachers movements and providing the student the ability to participate as if he/she was on site.	61
Dade	iMater Academy Middle School	\$ 31,443.00	\$ 31,239.50	831	848	Students were offered both online and physical instruction. Teachers simultaneously taught both groups.	6 hours	6 hours	Students in need were lent laptops or tablets. Teachers used "Classroom of the Future" equipment to teach student both remote and live. (Cameras, large screen TVs, and microphones)	
Dade	Mater Academy East Charter High School	\$ 78,528.00	\$ 76,611.80	113	123	3. The school implemented remote-live-instruction through synchronous learning with the use of our Classrooms of the Future that were made up of interactive smart boards, auto tracking cameras, monitors, and microphones.	9	9	The school implemented single sign-on for third party educational and communication applications, parent/guardian and student portals, secured proctored testing, and secure file sharing. Students logged in and attended class through a video conferencing platform where students were able to interact with both their teachers and classmates.	
Dade	Mater Academy East Middle School	\$ 86,372.00	\$ -	133	163	The school implemented remote-live-instruction through synchronous learning with the use of our Classrooms of the Future that were made up of interactive smart boards, auto tracking cameras, monitors, and microphones.	9 hours	9 hours	The school implemented single sign-on for third party educational and communication applications, parent/guardian and student portals, secured proctored testing, and secure file sharing. Students logged in and attended class through a video conferencing platform where students were able to interact with both their teachers and classmates.	
Dade	Mater Academy of International Studies	\$ 163,108.00	\$ -	490	499	Students who were learning from home and were struggling academically were invited back to brick and mortar. The others, whose parents chose to keep them at home, continued learning via the classroom of the future.	7	7	The school was able to overcome challenges by making sure that each student who needed one, received a device to access their instruction from home. The school also implemented the classroom of the future by purchasing clear touch panels and TV's that allowed the students at home to see and hear their teachers and the students in class as well.	44
Dade	Mater International Academy	\$ 77,462.00	\$ -	196	200	We implemented COTF that is equipped with technology to allow schools to teach students in the physical classroom and those attending from home, simultaneously. Teachers and students in the brick-and-mortar setting engage in two-way teaching, learning and participation with students attending class remotely. The technology includes smart boards and large flat screen display panels in the back and front of the classroom. Auto-tracking cameras allow teachers to move around the classroom while students follow along at home. High definition microphones and audio augment the at-home experience. Students in class and those attending with RLI are able to engage in live instruction. They can ask questions in real-time and take part in discussions with the teacher and their classmates. The COTF leverages technology to move education forward.	7.5 hours	7.5 hours	We had a lot of support from COLEGIA and the Educational Service Provider.	33

CSP Grant for Remote Learning Access due to COVID-19
Quarterly Performance Report
July 1, 2021

District	School Name	Allocation	Expenditures	From April 1, 2021 through July 1, 2021, how many students were or are served through remote or hybrid (in-person/ remote) learning?	Enrollment (October 2020 FTE)	In the area below, briefly describe how the school implemented remote/hybrid learning needs from April 1, 2021 through July 1, 2021.	From April 1, 2021 through July 1, 2021, on average, how many hours per day do teachers engage in remote or hybrid (in-person/remote) learning?	From April 1, 2021 through July 1, 2021, on average, how many hours per day do students engage in remote or hybrid (in-person/remote) learning?	Please provide information that shows how the school overcame challenges with remote learning during the grant period.	Third grade ELA Percent Proficient
Dade	Mater International Preparatory	\$ 51,326.00	\$ -	202	204	Students who were struggling academically were invited back to brick and mortar. The others, whose parents wanted them to continue learning from home, remained remote and continued learning through the classroom of the future technology that we were able to implement.	7	7	The school was able to overcome challenges by making sure that each student who needed one, received a device to access their instruction from home. The school also implemented the classroom of the future by purchasing clear touch panels and TV's that allowed the students at home to see and hear their teachers and the students in class as well.	
Dade	Miami Community Charter Elementary School	\$ 45,510.00	\$ 45,510.00	170	543	All core and non-core academic subjects were offered in Live Remote Instruction (LRI) manner. The instructional materials and minutes and delivery of instruction were in full concordance with the state and District Student Progression Plan.	14% of teachers (5 teacher) were assigned to LRI instruction all day, from 8:00 A.M. - 3:00 P.M.	An average of 30% of students (170) remained on LRI all day until the end of the school year.	Students on LRI benefited from all educational opportunities provided for B&M students. Due to the ongoing connectivity issues in this rural farming community, we had to revise and edit the LRI methods as the school year progressed.	34
Dade	Miami Community Charter High School	\$ 67,200.00	\$ 67,200.00	100	244	The Live Remote Instruction, LRI was provided during real time by the teachers. All core and non-core academic subjects were covered in accordance with the guidelines delineated by the state and district Student progression Plan.	All teachers were engaged in delivering live and live remote instruction all day, from 8:00 A.M. to 3:00 P.M.	Students attending LRI and students attending B&M had the same schedule. School days started at 8:00 A.M. and finished at 3:00 P.M.	In addition to low connectivity in this rural farming community, due to the economic hardship of the families (96% eligible for FRLP) some of the students had to work during the day to support the family. However, the school based counseling program was able to reduce truancy and potential school dropout as the school year progressed.	
Dade	Miami Community Charter Middle School	\$ 67,200.00	\$ 67,200.00	110	316	All core and non-core academic subjects were delivered using Live Remote Instruction method. teachers conducted the classes during the real time, throughout the school day. All classes were conducted in full accordance with guidelines and policy delineated by the state and district Student Progression Plan.	3% of teachers were fully engaged with the LRI. All other teachers spent 70% of time teaching B&M, and 30% providing LRI.	Students attending LRI, were in school remotely, however during real time and with live teachers from 8:00 A.M. to 3:00 P.M.	Insufficient connectivity in this rural farming community would cause consent need for revision and editing the methods. However, since devices were provided for all students, this challenge never resulted in reducing the instructional time.	
Dade	Phoenix Academy Of Excellence	\$ 35,815.00	\$ 9,328.35	15/7	12	Students were given laptops if needed and students who worked in person had a laptop . The teacher would provide instruction for all students (in-person/remote), then they would break into two groups (in-person/remote). The teacher would continue working with the remote students while the teacher's assistant would assist the in-person student.	5 hours	5 hours	Laptops and other resources were made available for any student in need (hybrid/in-person). The grant afforded the school to purchase material for all students.	
Dade	Sports Leadership and Management (SLAM) Charter Middle School	\$ 197,088.00	\$ -	904	916	– Instruction will take place primarily online with live, real-time synchronous instruction. Through this synchronous instruction model, students who choose this model will be receiving the same instruction that their brick and mortar peers. These students will be receiving the same instruction from the same teacher at the same time as their in-person peers through this synchronous model. This is the model students accessed during COVID-19 school closures. Students may be invited on campus in small groups or individually for assessments and targeted instruction.	7	7	Constant Professional development and teachers sharing of best practices were critical to overcoming the challenges.	
Dade	Sports Leadership and Management (SLAM) Middle School - North Campus	\$ 113,104.00	\$ 105,018.50	301	304	Teacher were instructing students in a brick and mortar setting as well as a RLI setting simultaneously. Students at home were able to follow along and be an active participant in the class for the full class period.	7 hours	6-7 hours per day	Our school was able to provide a safe learning environment and progress following pacing guides to ensure that students were taught all necessary coursework.	
Dade	Stellar Leadership Academy	\$ 148,765.00	\$ 52,053.00	370	278	The school continued to offer the virtual Edgenuity courses and had daily zoom session for instructional delivery. The school used the webcams so that the teacher was able to project the lesson to the students remotely while teaching the in person students.	7.5	7.5	The supplemental electronics were useful in minimizing challenges with remote learning. It allowed each student to check out a laptop or tablet with hotspots.	
Dade	Theodore & Thelma Gibson Charter School	\$ 111,333.00	\$ 109,166.52	55	150	Parents were contacted and asked for their choice of delivery instruction. Parents requesting remote/hybrid learning were provided with a device, if needed.	7	7	A team was always available to provide technical/academic support. Parents were able to call in the school's main line where there was connectivity issues or other concerns.	21
Dade	Youth Co-Op Charter School	\$ 386,424.00	\$ 386,424.00	857 students	863	From April 1, 2021, through July 1, 2021, our school provided all students the same instructional opportunity regardless of their chosen learning modality (physical or remote). As a school, we equipped all our classrooms with large screen televisions and state of the art cameras to provide remote students with the same instructional experience as those students who were physically attending the school site. All students were equipped with a computer device which allowed them to access all the school's teleconferencing and technological platforms. In addition, all necessary core and supplemental curriculum were provided digitally to all students.	From April 1, 2021 through July 1, 2021, our teachers engaged students both in person and in remote learning with a total of 6 hours of daily instruction.	From April 1, 2021 through July 1, 2021 both our in person and remote students engaged in a total of 7 -8 hours of daily learning.	The school purchase many new platforms and software that replaced paper and pencil. This required a big learning curve for all staff and students. Therefore, continuous professional development and assistance to both teachers and students was necessary throughout the school year.	48
Dade	Youth Co-Op Preparatory High School	\$ 158,640.00	\$ 158,640.00	Total students: 268	274	From April 1, 2021, through July 1, 2021, our school provided all students the same instructional opportunity regardless of their chosen learning modality (physical or remote). As a school, we equipped all our classrooms with large screen televisions and state of the art cameras to provide remote students with the same instructional experience as those students who were physically attending the school site. All students were equipped with a computer device which allowed them to access all the school's teleconferencing and technological platforms. In addition, all necessary core and supplemental curriculum were provided digitally to all students.	From April 1, 2021 through July 1, 2021, our teachers engaged students both in person and in remote learning with a total of 6 hours of daily instruction.	From April 1, 2021 through July 1, 2021, both our in person and remote students engaged in a total of 7 -8 hours of daily learning.	The school purchased many new platforms and software that replaced paper and pencil. This required a big learning curve for all staff and students. Therefore, continuous professional development and assistance to both teachers and students was necessary throughout the school year.	

CSP Grant for Remote Learning Access due to COVID-19
Quarterly Performance Report
July 1, 2021

District	School Name	Allocation	Expenditures	From April 1, 2021 through July 1, 2021, how many students were or are served through remote or hybrid (in-person/ remote) learning?	Enrollment (October 2020 FTE)	In the area below, briefly describe how the school implemented remote/hybrid learning needs from April 1, 2021 through July 1, 2021.	From April 1, 2021 through July 1, 2021, on average, how many hours per day do teachers engage in remote or hybrid (in-person/remote) learning?	From April 1, 2021 through July 1, 2021, on average, how many hours per day do students engage in remote or hybrid (in-person/remote) learning?	Please provide information that shows how the school overcame challenges with remote learning during the grant period.	Third grade ELA Percent Proficient
Dade	Charter High School of the Americas	\$ 88,200.00	\$ -		215					
Dade	Lincoln-Marti Charter Schools (International Campus)	\$ 110,250.00	\$ -		253					64
Dade	Lincoln-Marti Charter Schools (Little Havana Campus)	\$ 230,100.00	\$ -		655					40
Dixie	Kinder Cub School Inc.	\$ 168,379.00	\$ 125,986.03	108	122	The majority of our students were back to school but we had to close and go to remote learning on several occasions due to COVID exposures. However, ALL students were provided a laptop and internet access to allow students and parents to systemically progress on much needed skills lost during the pandemic from lack of access to high quality instruction. The CSP grant allowed our low income families to have exactly what they needed in order to assist their child and this school with additional practice to assure they "caught up" on missed time on specific skill tasks.	about 2 hours	2-3 hours	Dixie County is a very remote, rural county with a high concentration of families living in poverty. KCS has a 92% free and reduced rate. During the pandemic, parents were very limited as to having access to the internet. They could sit outside the schools but most would need to travel over 10-15 miles per day. With limited income, this was too challenging. This resulted in students who did not participate in packet pickup or remote learning. The CSP grant allowed all families to have access and thus their children could be successful learners. It was truly a blessing to be able to serve our students with additional time on task with our i-Ready curriculum and with other skill practice when classroom closures had to happen and homework.	
Duval	River City Science Academy	\$ 254,350.00	\$ 254,350.00	522/388	944	Live sessions via zoom, after school office hours, online or face-to-face tutoring after school or weekend, the same schedule to hybrid or face-to-face, same resources, and same standards for remote and face-to-face learners.	7 period a day	7 period a day	The School was able to secure one-on-one Chromebook devices to students, and laptops to the teachers, and interactive boards to facilitate remote learning.	
Duval	San Jose Prep	\$ 172,402.00	\$ -	73	480	Students were delivered curriculum through Edgenuity. Student Services staff and teachers monitored student progress via Edgenuity and Google Classroom as well as via email and parent conferences.	2	7.5	School staff was available to students and parents, provided flexible scheduling for support sessions and meetings, additional tutoring was offered to students, Zoom meetings were held with students and parents, a Google Classroom page was set up and dedicated solely for our distance learning students	
Duval	Somerset Academy Eagle Middle School	\$ 39,970.00	\$ 39,876.20	157	163	Innovative Model: Remote Live Instruction (RLI) – Instruction took place primarily online with live, real-time synchronous instruction. Through this synchronous instruction model, students who choose this model received the same instruction as their brick-and-mortar peers. Students were invited on campus in small groups or individually for assessments and targeted instruction. Flexible-Combined Learning (FCL) – A combination of on-campus and Remote Live Instruction. This model allows for reduced density on campus and improved social distancing, based on facility capacity and CDC guidelines.	7.5 hours	7.5	Together with the school's Parent-Teacher Organization, we publicly advocated that safe and quality child-friendly education be made available during the pandemic, with a focus on the needs of the most vulnerable as a priority for the school community. The school and the parent organization also advocated for decisions on school reopening and instructional modalities to be made in cooperation with health professionals, the school management, its staff, parents, students and the local community. Students who experienced difficulty with remote-learning were supported by technical assistance personnel within the school via phone to address technology issues, log-in failures or hardware difficulties. Computer hardware was made readily available to each and every student that participated in remote learning. It is our belief that the consistency of the school/community support, availability of hardware and technical assistance overcame challenges.	
Duval	SOS (SOCK's Outstanding Students) Academy School of Success Charter Middle #102	\$ 110,484.00	\$ 89,158.95	137	136	Purchasing of new platforms, virtual curriculum and professional development on best practices for our teachers. Doing the preceding, improved both in-person and virtual instruction for all involved.	8 hours	7.5 hours	More students re-enrolled as face-to-face students and those who remained as virtual were to improved in performace.	
Duval	Tiger Academy	\$ 149,351.00	\$ 128,554.30	55	211	Due to positive covid cases, we had to implement a grade level quarantine for two days. All students were assigned mobile devices and were able to continue instruction for those days of quarantine.	6	6	Due to remote capabilities, our teachers were able to provide daily instruction to students who chose to remain remote learners. We were able to conference with parents remotely. When devices were damaged or lost, we were able to supply students with a backup device (ipad/tablet).	36
Duval	Waverly Academy	\$ 86,542.00	\$ 60,040.57	46	99	All students were assigned to a class section, whether in-person or at home, assigned to the same teacher and received their instruction via Zoom video conferencing during the assigned class meeting time. The teacher delivered the lesson in-person, from the classroom using Zoom video conferencing technology. All students, whether at home or in the classroom, logged into the Zoom classroom at the same time to receive their instruction. This allowed all students in the class the opportunity to see each other and to interact with the teacher and their fellow students. All students were taught using the same curriculum in the same online classroom at the same time. All students, both at school and at home, were provided with their own Chromebook and had digital access to the curriculum. All assignments were completed and submitted online through our Google Classroom platform.	6 hrs instruction/90 min planning/day	6hrs/300 mins per day	The school communicated frequently with parents about attendance and grades, weekly monitoring to ensure students were meeting their goals for promotion, providing the opportunity for those not meeting their goals the opportunity to return to in-person learning.	

CSP Grant for Remote Learning Access due to COVID-19
Quarterly Performance Report
July 1, 2021

District	School Name	Allocation	Expenditures	From April 1, 2021 through July 1, 2021, how many students were or are served through remote or hybrid (in-person/ remote) learning?	Enrollment (October 2020 FTE)	In the area below, briefly describe how the school implemented remote/hybrid learning needs from April 1, 2021 through July 1, 2021.	From April 1, 2021 through July 1, 2021, on average, how many hours per day do teachers engage in remote or hybrid (in-person/remote) learning?	From April 1, 2021 through July 1, 2021, on average, how many hours per day do students engage in remote or hybrid (in-person/remote) learning?	Please provide information that shows how the school overcame challenges with remote learning during the grant period.	Third grade ELA Percent Proficient
Duval	Wayman Academy of the Arts	\$ 79,900.00	\$ 78,259.24	30	209	Each virtual students was provided technology devices to support remote learning. Teachers and subject area coaches provided strategic intense instruction to virtual students, daily, through the use of Google Classroom. Small group sessions were held amongst students on the virtual platform as well to evaluate learning strengths, while continuing to locate academic gaps. Assignments were uploaded for students to complete and return for evaluation. Virtual students were given immediate feedback to accommodate additional support through a reteach, if needed. Weekly temperature checks were performed as well, to provide one-on-one academic support and to connect students with additional resources needed.	3 1/2 to 4 hours	3 1/2 to 4 hours	A major challenge the school had to overcome was providing support for virtual families that had challenges with attendance. The school became proactive in targeting and addressing student's chronic tardiness/absenteeism, weekly. Teachers contacted parents to discuss student's attendance, ensured students' technology devices were working properly and confirmed he/she had access to internet connectivity. The school also provided support for families to assist in the process of facilitating learning from home.	39
Escambia	New Road to Learning dba. Jacqueline Harris Preparatory Academy	\$ 57,352.00	\$ 57,352.00	37	186	During the April 2 through July 1. 2021, our school has been able to implement remote/hybrid learning needs for our students by allowing them to utilize the Chromebook purchased with the grant funds to be able to connect with the Teacher via Google Classroom that were set up as well as the Teachers being able to connect with the MacBook's purchased with the funds. Also being able to setup other online platforms for one on one assistance via the devices for their educational needs.	On average, from April through May 2021, teachers were engages in remote learning approximately 6 hours per day and June to July1. 2021 an average of 4 hours per day.	On average, from April through May 2021, students were engages in remote learning approximately 6 hours per day and June to July1. 2021 an average of 4 hours per day.	*Obstacles that the school had to overcome with remote learning during the grant period was families not having internet in their homes so the school was able to provide hotspot so that students could get online to continue their education. *With the lag time in internet connection, teachers were able to use multiple devices to project lessons to the students. *School was able to establish flexible in-person schedules for remote students to accommodate state testing requirements. *Teachers were able to set up individual Google Meets for individual students needing special assistance with their academics. * School was able to overcome the challenges of in person ESE services by providing the services online via Special Google Meets. *With the internet services dropping constantly, school was able to overcome by providing teacher school cell phones so the students could still communicate with the teacher when needed during the day or night.	18
Franklin	Apalachicola Bay Charter School	\$ 75,222.00	\$ 72,654.00	12	345	Teachers continued to provide live instruction/lessons through ZOOM. Teachers provided time period for intervention and answer student questions. Some students attended school but requested to stay in a self contained classroom. One to one devices were provided for students to watch daily lessons and interact with class. Students completed progress monitoring assessments online 3 times this year. Students were required to take state wide assessments face to face at school.	4-6 hours	4-6 hours	Teachers continued to collaborate with each other and problem solve difficulties. Some students who wanted to attend but stay self contained were allowed to and one to one devices allowed students to interact with the class during the day.	61
Gadsden	Crossroad Academy Charter School of Business	\$ 81,655.00	\$ 77,191.53	500	561	Our goal was to create a hybrid learning environment and to successfully achieve our goals, it was imperative that our classrooms were equipped with the right tools to provide clear and consistent connectivity and interaction with students and parents. We provided rigorous, high-quality instruction that was engaging and interactive by using the Swivl Robot and iPad combination to deliver deliver asynchronous and synchronous instruction to keep our students engaged and connected. Remote learners were able to interact with their teachers and peers synchronously with the Swivl, iPad and Zoom. We also utilized Canvas, a robust learning management system, to provide synchronous and asynchronous learning.	8	8	Through the use of technology resources made available through the use of the grant funding, attendance for students improved through the implementation of the remote/hybrid model. Also, students were able to seamlessly interact with instructional content, complete assessments and turn in work using Canvas.	54
Hernando	Brooksville Engineering, Science, & Technology (B.E.S.T.) Academy LLC	\$ 7,615.00	\$ -		90					
Hillsborough	Legacy Preparatory Academy	\$ 111,816.00	\$ 109,426.95	85	212	Legacy continued the same model implemented in the Fall 2020, to keep remote learners engaged in learning. Learners attended school online during regular school hours and followed a standard school schedule. Support services were provided as appropriate, e.g. small group instruction, virtual one-on-one extended learning sessions and video conferencing.	6	6	Legacy was able to overcome challenges with remote learning during the grant period because of the project award. The COVID-19 CSP Grant provided computers for Learners so that they could actively engage in academics. In addition, the grant enabled the school to provide Hotspots so that families who had limited or no access to the Internet were able to access the online classes and complete remote learning without fear of being disconnected.	67

CSP Grant for Remote Learning Access due to COVID-19
Quarterly Performance Report
July 1, 2021

District	School Name	Allocation	Expenditures	From April 1, 2021 through July 1, 2021, how many students were or are served through remote or hybrid (in-person/ remote) learning?	Enrollment (October 2020 FTE)	In the area below, briefly describe how the school implemented remote/hybrid learning needs from April 1, 2021 through July 1, 2021.	From April 1, 2021 through July 1, 2021, on average, how many hours per day do teachers engage in remote or hybrid (in-person/remote) learning?	From April 1, 2021 through July 1, 2021, on average, how many hours per day do students engage in remote or hybrid (in-person/remote) learning?	Please provide information that shows how the school overcame challenges with remote learning during the grant period.	Third grade ELA Percent Proficient
Hillsborough	New Springs Schools	\$ 287,301.00	\$ 260,922.28	Approximately. 160 hybrid students	448	We have one group of students per grade (from Kindergarten through 8th grade) who are e-learning. Some middle school classes are active-hybrid. We predominantly use Zoom for live instruction. For asynchronous instruction, we utilize our learning management system, NSS-Connect. Some teachers use apps such as Class Craft as well. All our students use online resources such as Study Island, Moby-Max, and Myon to enrich learning and instruction. We've implemented an additional program - Study Hall - to assist/support onsite and remote students between 3 and 4 pm Tuesdays, Wednesdays, and Fridays.	Elementary = 4.5hrs Middle school = 6.5 hrs	6.5 hours - classes begin at 8 and ends at 2:30, that's 6.5 hours plus 1 hour of Tutoring/Study Hall from 3 - 4PM. That minus 1hr for lunch = 6.5 hours.	At NSS, the theme for the year was F.L.I.P - an acronym for Flexibility, Learning, Innovation, and Perseverance. We lived and worked by this mantra during the 2020-2021 school year. When challenges came, our default attitude and approach was to F.L.I.P. This not only allowed us to be flexible, learn from each other, be innovative, and persevere, it was also a mindset that allowed us to accommodate our students and their parents and guardians. For instance, when some of our e-learning students started to struggle with completing and submitting assignments, we developed and implemented Study Hall virtual and in-person meetings that gave students another opportunity or option to get help from our teachers or just a space that they could devote time to catch up on missing assignments. Additionally, we provided alternative assignments to our students, extended the grading period, and invited students to switch to on-campus learning based on our data checks and students' needs. With the resources that we secured from the grant, we were able to provide reliable devices to our students who were otherwise facing connectivity and other technological issues. Therefore, when students had devices that malfunctioned, we invited them to come in and exchanged their devices. On-campus, there were a few times when we faced internet connection issues that threatened our virtual/hybrid classes. On two occasions, orientation night and parent-teacher conference night, we pivoted to remote work and allowed our staff to work from home. Teachers were provided with devices based on need. Whenever we had difficulties with an onsite internet connection, we used mobile hotspot devices, and on the very rare occasions when classes were still disrupted beyond our control, our teachers assigned e-learning students self-paced tasks on Study Island, iReady, etc. - which allowed teachers to still monitor, assess, and provide feedback to students synchronously and asynchronously.	31
Hillsborough	RCMA Wimauma Community Academy	\$ 35,722.00	\$ 33,405.96	7	339	Our distance learners connected via Zoom to receive live simultaneous instruction along with their on-site peers. Typically a teacher aide was in charge of the Zoom. For middle school, the scholars traveled from class to class via Zoom receiving the same type of simultaneous instruction from multiple teachers.	6	6	We encouraged all scholars to return to in-person instruction but for those families that chose to remain at home there was constant contact and interaction with them. Assignments were submitted electronically through the use of Google Classroom, SeeSaw and Illuminate to name a few. Additionally, in some cases, packets were sent home during food distribution times to supplement the learning.	59
Hillsborough	The Collaboratory Preparatory Academy	\$ 48,799.00	\$ 46,422.29	113	117	We provided an ipad and headphones (from our CSP dollars) to every student so they could access both live classes via Zoom and access our asynchronous online learning platforms.	6	6	We provided an ipad and headphones (from our CSP dollars) to every student so they could access both live classes via Zoom and access our asynchronous online learning platforms.	28
Hillsborough	Village of Excellence Academy	\$ 158,475.00	\$ 85,075.67	16	230	Students had specific times to interact with teachers during the day. Other times were spent following online lesson plans.	2	6	Students / Families were provided hotspots / hotspot service / devices to access the internet from home if it was not available. Online teaching resources were made available.	26
Hillsborough	Village of Excellence Academy Middle School	\$ 76,550.00	\$ 22,535.36	7	106	Students had specific times to interact with teachers during the day. Other times were spent following online lesson plans.	2	6	Students / Families were provided hotspots / hotspot service / devices to access the internet from home if it was not available. Students had access to a variety of teaching resources throughout the grant period.	
Hillsborough	Woodmont Charter School	\$ 578,351.00	\$ 343,024.01	187	787	187 Students were offered an option of laptops, iPads, and hot spots to log into Zoom for instruction and submitting work through Schoology.	Teachers engaged remotely for 6.5 hours, Monday through Friday.	Students engaged remotely for 6.5 hours, Monday through Friday.	For attendance issues, we conducted home visits and gave parents an option to return to in-person. For grade issues, parent conferences were through Zoom. If parents were having difficulties logging, staff was available to assist with log-ins and technology was swapped out for technical issues.	
Lake	Alee Academy	\$ 87,213.00	\$ 82,455.70	105	185	Students choosing the remote learning option were provided with a chromebook and hotspot as needed. Students were expected to log into their school email, google classrooms, and zoom meetings on a daily basis and follow their regular schedule as if they were on campus. Reporting to the scheduled zoom room at the appropriate times for live time attendance and instruction from the classroom teacher was required. Teachers simultaneously taught the in-person students and remote learners each class period. Any students making a change from remote learning to on campus instruction and vice versa had a seamless transition as the teacher and schedule remained the same regardless of which option was chosen.	7.25	7.25	With the help of the CSP grant the school was able to add the much needed technology to make all of the remote learning possible including new chromebooks, hotspots, and tutorials to help struggling students. Students that were not successful in the remote learning option were strongly encouraged to return to the classroom as soon as the next day if the parents were in agreement. Daily automated attendance calls were made as well as individual parent phone calls and emails made teachers and staff to encourage student participation, attendance, and performance.	
Lake	Mascotte Elementary School	\$ 60,095.00	\$ 50,606.29	57	780	Mascotte Charter School implemented an Innovative Learning Plan to meet the learning needs of our students. The Innovative Learning Plan offers two choices for remote learning, a completely online option with students attending remotely 5 days weekly and a hybrid option where students attend school in our building twice a week and learn online 3 days weekly. School ended on June 4, 2021.	7.5	6.5	One of the biggest challenges was teaching in an online environment with various student needs and academic level. Teachers planned together, put together appropriate materials, held Zoom workshops for parents/students, invited students to hybrid learning 2 days a week even for 1/2 day. Communication was a constant with families. There were specific daily meeting times and check-in times for students. Teachers also visited with students at their home or had drive-thru services to assist their students. Many students returned after Spring Break.	52

CSP Grant for Remote Learning Access due to COVID-19
Quarterly Performance Report
July 1, 2021

District	School Name	Allocation	Expenditures	From April 1, 2021 through July 1, 2021, how many students were or are served through remote or hybrid (in-person/ remote) learning?	Enrollment (October 2020 FTE)	In the area below, briefly describe how the school implemented remote/hybrid learning needs from April 1, 2021 through July 1, 2021.	From April 1, 2021 through July 1, 2021, on average, how many hours per day do teachers engage in remote or hybrid (in-person/remote) learning?	From April 1, 2021 through July 1, 2021, on average, how many hours per day do students engage in remote or hybrid (in-person/remote) learning?	Please provide information that shows how the school overcame challenges with remote learning during the grant period.	Third grade ELA Percent Proficient
Lake	Spring Creek Charter School	\$ 76,064.00	\$ 76,036.16	0	554	During this time period, all students had returned to traditional, brick and mortar schooling.	0	0	During the grant period Spring Creek Charter School distributed Chromebooks, wifi hotspots, and paper packets to students and families. Initially, in March of 2020, all 585 students were remote learners. At the beginning of the 2020-21 school year, in August of 2020, approximately 165 students were remote learners and another 40 were hybrid learners. The remaining 380 students began the school year in traditional brick and mortar schooling. By December of 2020, all students had transitioned back to traditional brick and mortar schooling.	40
Lake Wales	Janie Howard Wilson Elementary	\$ 133,500.00	\$ 107,947.00	38	365	Janie Howard Elementary utilized the Swivels and Google Classroom to teach the students with the remote learning. This allowed the students to join discussion with the class and teacher. The teacher communicated with the families using dojo and parent phone calls. Students could access all curriculum through Google Classroom.	The teachers at Janie Howard were required to engage for a minimum of four hours per day.	The students at Janie Howard were required to engage for a minimum of four hours per day.	Janie Howard Elementary utilized home visits when students were inactive with their remote learning. Letters were sent to the home when students continued to not show progress. Janie Howard reduced the number of teachers teaching remote to have high quality lessons.	47
Lake Wales	Polk Avenue Elementary	\$ 91,150.00	\$ 64,617.70	76	537	Students in K-5 had direct instruction via a classroom teacher. All of our online students used Google Classroom via chrome books to access their teacher's class video as well as their daily assignments. Teachers and students engaged throughout the school day to ensure online students had the same curriculum that our on campus students were given.	On an average teachers engaged in 7 hours of instruction and planning.	On an average students engaged in 5.5 hours of instruction daily.	The school provided chrome books as well as WiFi hotspots to assist families in accessing learning during the grant period. In addition, our Technology Resource Teacher also was available to answer questions from our online families. Administration had weekly zoom calls with our families during the first semester to answer questions that any family may have had.	29
Lee	City of Palms Charter High School	\$ 114,748.00	\$ 113,815.96	95	82	Students were able to access the on-line curriculum from their home computers. They could communicate with teachers/staff via "curriculum messaging" or "email" or "telephone". On a daily basis, staff checked that students logged on, completed assignments, took quizzes, etc. If students did not have access to a computer at home, the school provided computers with internet access for their use. Students had the option of working on campus or from home. Often, students would work from home part of the week and work on campus part of the week.	8 - All staff was required to work on campus 8 hours per day. All staff worked with in-person/on-campus students whenever they were present. All teachers/staff were available to remote staff for 8 hours per day.	5 hours - The work could be done at any time during the 24-hour day.	Staff insured that every student had remote access to all parts of the on-line curriculum, email and research websites from computers off-campus. Daily, staff reached out to any students that had not "logged on". Staff maintained records of student attendance, calls to home, letters to home, and home visits. The school guidance counselor became more involved with reaching out to students that appeared to become disengaged. Staff worked more with parents via phone conferences and emails as parents worked with their students at home.	
Lee	Oak Creek Charter School Of Bonita Springs	\$ 99,618.00	\$ 98,400.39	75	480	Our student learning options were a traditional in-person learning model taking place in the brick and mortar classroom setting and an innovative learning model that was held online. Both of these options are a five-day-a-week plan. The innovative virtual learning model was housed through Google Classroom with classroom lessons being viewed through Google Meet, Zoom, or Microsoft TEAMS. This was a synchronous delivery with students viewing a live stream of their teachers' classrooms, responding to questions via chat, and using an audible notification if they have a question. Students had a view of the teacher, the classroom whiteboard, and all presentations. This allowed the students online to participate in the actual class	7 hours per day	7 hours per day	The availability to provide more laptops and other technology throughout the school building gave the school flexibility in the situation we faced. Also, it helped before state exams and we were able to keep our students safe and provide a great learning environment.	48
Leon	Tallahassee School of Math & Science	\$ 267,990.00	\$ 267,861.29	We are serving students through the Hybrid model. We currently have 562 students total, 351 (on-site) and 211 (online).	555	TSMS has implemented a hybrid model of instruction by which teachers offer instruction in every grade level to students on-campus and at home through the TSMS E- Learning Academy. Students, working at home, follow the same pacing and curriculum as those on campus by joining live sessions with those in the classroom. All coursework is completed at the same pacing, and daily attendance is taken through our online portal: TSMS Connect. This option allows students who are successful with the innovative learning modality and are not displaying attendance concerns to stay connected with TSMS and enjoy the flexibility and safety of working from home. Through our STAR reading and math progress monitoring and data analysis, TSMS will determine which students participating in the E-Learning Academy are making satisfactory academic progress and allow them to continue if that is their choice.	TSMS has implemented a hybrid model of instruction, teachers are active in core subjects for four hours a day.	TSMS has implemented a hybrid model of instruction, students are active in core subjects for four hours a day, 1 hour a day for electives.	First of all, having the grant enabled TSMS to access needed resources to support both the school and the students for remote learning. During the period TSMS put together packets of work and supplies and provided them to our students so that they didn't have to print things or gather materials on their own. In some classes as schedule permitted, TSMS were able to bring guests to the classes to compensate not being able to go on field trips. As TSMS we promoted continuous communication with our parents and students to stay connected with our students and attempted to teach them how to connect with others. These phone calls or virtual homevisits that TSMS did helped motivate our students, inspire them to work hard and build their confidence.	42
Manatee	Oasis Middle School	\$ 62,322.00	\$ -	51 remote students and 49 in-person students	102	Students utilized information provided on Google Classroom to gain daily access to their classes. Teachers provided instruction live through the use of zoom. Students use technology devices to interact and participate in classroom routines and activities.	Six	Six	Administrative procedures were implemented to manage and monitor students attendance by making follow-up phone to parents and guardian to verify attendance and class participation. Technical support provided daily to resolve technology issues. Teachers made parent calls to provide feedback on student academic performance.	
Manatee	Team Success	\$ 166,829.00	\$ 90,200.00	120	995	School implemented synchronous online learning. E-learning students were required to log in by 8:45 am until end of the school day.	6.5	6.5	The School successfully implemented synchronous online learning that was made available due to the allocated funds from this grant.	33
Manatee	Visible Men Academy	\$ 65,252.00	\$ 62,699.34	5 full-time	84	Using class dojo, teachers communicated a class schedule with academic assignments for the students engaged in e-learning. Teachers held office hours during the day to offer one-on-one instruction and academic support for the students.	2-3	5	The CSP Grant provided our teachers and students with resources that could easily be used in-class and for e-learning. During COVID, there were times that students had to quarantine due to exposure to COVID. The CSP grant funded computers for students to use at home, all of our instructional materials (Math, ELA, Science & Social Studies) as well as supplemental materials for teachers to use to provide printed assignments and other academic/instructional support.	6
Marion	Marion Charter School	\$ 79,962.00	\$ 79,962.00	14-15	209	Our students who were still being served remotely still continued to follow our bell schedule and received their instruction, remediation interventions, and if applicable, their IEP services virtually.	roughly 6.5-7 hours a day	6.5 hours	With being able to purchase chromebooks for all of our students, students who were being served remotely and students who had to be sent out for quarantine had a device to use to complete assignments and attend classes virtually.	69

CSP Grant for Remote Learning Access due to COVID-19
Quarterly Performance Report
July 1, 2021

District	School Name	Allocation	Expenditures	From April 1, 2021 through July 1, 2021, how many students were or are served through remote or hybrid (in-person/ remote) learning?	Enrollment (October 2020 FTE)	In the area below, briefly describe how the school implemented remote/hybrid learning needs from April 1, 2021 through July 1, 2021.	From April 1, 2021 through July 1, 2021, on average, how many hours per day do teachers engage in remote or hybrid (in-person/remote) learning?	From April 1, 2021 through July 1, 2021, on average, how many hours per day do students engage in remote or hybrid (in-person/remote) learning?	Please provide information that shows how the school overcame challenges with remote learning during the grant period.	Third grade ELA Percent Proficient
Marion	McIntosh Area School	\$ 34,037.00	\$ 17,527.00	7 students were served	49	Teachers provided virtual lessons using Google Meets to our students who were learning remotely	Teachers provided approximately 4 hours/day in remote/hybrid instruction	Students learning remotely were engaged approximately 4 hrs/day	Students were provided with internet learning resources, such as I-ready instruction and direct instruction through Google Meets. Teachers also maintained contact with the families through regular phone and email communications	*
Marion	Ocali Charter Middle School	\$ 80,815.00	\$ 60,361.40	156	155	Teachers conducted hybrid teaching models throughout the day for all subject areas. Goodle classrooms, video conferencing and emails were utilized to support all learners.	3	7	Ocali Charter implemented the FAST program FAST stands for family academic support team. This program had a full time support person who stayed in constant contact with our at-home learners to ensure that their parents and the students were aware of classroom requirements and assignments. The staff member insured that at home student learners received the support that they needed in order to be successful and documented the ongoing work that the school did to support the students.	
Orange	Innovations middle charter school	\$ 171,131.00	\$ 123,929.70	194	177	Parents and students were constantly contacted via text, email, phone calls and zoom calendar sessions. Teachers and staff available after hours, nights and weekends via all platforms. Devices available for all students, and connectivity is not a crucial issue. The school works hard to keep students and parents engaged, and that is the main task at hand, always. We encourage our students to come to school for face to face instruction, tutoring, and open labs, as well as the online remote options available 24/7.	6 hours	6 hours	We mitigated to one single sign on, Clever and all software used is available 24/7 for access. Staff and Teacher shifts were added to include nights and weekends. Summer school was added virtually. We implemented Math, Reading and language arts specific prescription type software for individual and specialized learning. Call logs, home visits and constant contact with students and parents.	
Orange	Legends Academy	\$ 119,189.00	\$ 119,189.00	103	331	We continued to use our google platform implemented spring, 2020. The remote/hybrid students followed the same schedule and received the same instructional learning as face to face students. Our ESE staff continued to provide required services and did provide all parents a flexible schedule outside of the normal school day in order to have meetings/conferences.	6.5	6.5	The CSP grant was invaluable as it allowed us to provide each student with a proper, secure device to use for the remote/hybrid learning environment. Our staff was very flexible in providing off school hours to hold meetings/conferences with parents. A key factor for us was our support staff provided technical support to the parents/students either via phone, chat, text, email - whatever method was best for the families.	24
Orange	Lucious and Emma Nixon Academy Charter	\$ 127,766.00	\$ -	Approximately 135	103	The school made teachers and technology available to kids at home and at campus in a sterile and sanitized manner consistent with safety protocols that aligned with CDC guidelines	8 hours a day	8 hours per day	The grant allowed the school to be able to purchase technology to overcome the challenges of technology being a barrier to online education, additionally it provided the funding for PPE materials for the school to thoroughly and properly purify the campus prior, and during the return of pupils, parents and professionals	19
Orange	Workforce Advantage Academy	\$ 57,129.00	\$ -		204					
Osceola	New Dimensions High School	\$ 88,651.00	\$ 87,828.32	467 total students (125 face to face/342 remotely)	461	Students who chose remote learning were on a hybrid mode , where the student would log in when the teacher was teaching live, so they would participate in the class, even though they were not in the classroom. We used Zoom, Google Meets, Google Classroom, and constant email communication between teachers , parents , and students.	Our school is on a four by four format. Every class was 90 minutes long and teachers will log in at the beginning of each class . As they teach the face to face student, the students online are watching and participating in the classes. So, this will be approximately 4.5 to 5 hours a day.	Our school is on a four by four format. Every class was 90 minutes long and teachers will log in at the beginning of each class . As they teach the face to face student, the students online are watching and participating in the classes. So, students would be approximately 6 hours a day.	We were able to work with Century Linx -now Lumen , to increase our internet access and speed. They doubled our capabilities. Students who were remote, took a laptop home and worked with the teachers.	
Osceola	Main Street High School	\$ 53,622.00	\$ -		225					
Osceola	VICTORY CHARTER SCHOOL	\$ 310,512.00	\$ 306,075.90		625					
Palm Beach	Academy for Positive Learning	\$ 52,433.00	\$ 49,695.43	83	90	Using the purchased I pads and tablets key pad we were able to have the students use our TEAMS platform to make sure that students were present in the remote/hybrid learning. The students also had access to the curriculum on line while the teachers were teaching and were able to write in their on line books. This gave the teachers feed back especially the ones who needed extra help or needed tutoring one on one whether through Teams or in person.	7 hours	6.5 hours	The grant helped our school by allowing us to implement a web base grammar program that helped our students who needed that extra help with grammar. The program would show real data at that moment so the students would know what errors they needed to correct. The grant also helped us purchased many Ipad's and case's with keys so each of our students in our school will be able to have one here at the school and at home. Each classroom had their own mobile cart to charge the students Ipad's with the surge protectors that we purchased with the grant and helped prevent the spread of Covid among the other classrooms. The teachers were able to have their own lap top and printers/scanners in their own classroom where they would not have to share with any other teacher's at all.	*
Palm Beach	Believers Academy Inc	\$ 58,600.00	\$ 53,408.70	54	107	Direct Instruction through video conferencing	6 hours plus tutoring sessions	6 hours plus tutoring sessions	Providing students with access to computers, offered tutoring when students fell behind and provided direct instruction during each class period with time for teachers to help students learn the content within their instructional periods.	
Palm Beach	Bright Futures Academy	\$ 107,390.00	\$ 22,957.91	61	197	Remote students were provided with a Chromebook computer for home connectivity. Teachers implemented daily instruction through virtual and brick/mortar simultaneously.	4.5 hours	4.5 hours	Due to being able to provide all remote students with access to Chromebook and assistance with securing WiFi connections, loss student learning and achievement were minimized. Teachers received on-going professional development best practices relevant to virtual instruction.	23

CSP Grant for Remote Learning Access due to COVID-19
Quarterly Performance Report
July 1, 2021

District	School Name	Allocation	Expenditures	From April 1, 2021 through July 1, 2021, how many students were or are served through remote or hybrid (in-person/ remote) learning?	Enrollment (October 2020 FTE)	In the area below, briefly describe how the school implemented remote/hybrid learning needs from April 1, 2021 through July 1, 2021.	From April 1, 2021 through July 1, 2021, on average, how many hours per day do teachers engage in remote or hybrid (in-person/remote) learning?	From April 1, 2021 through July 1, 2021, on average, how many hours per day do students engage in remote or hybrid (in-person/remote) learning?	Please provide information that shows how the school overcame challenges with remote learning during the grant period.	Third grade ELA Percent Proficient
Palm Beach	Connections Education Center of the Palm Beaches	\$ 44,582.00	\$ 38,756.75	25	77	Connections Education Center implemented a very comprehensive and robust digital platform in the Fall 2020. For the fall, the goal was to be able to provide a learning situation that mimics, as closely as possible, the brick and mortar experience. Activities for social/emotional learning are provided as well as access to mental health and behavioral health service. Connections Education Centers' Instructional Continuity Plan is extremely vigorous. As an ESE Center school, all students have a primary eligibility of ASD, DD, or IND. All students have an Individual Education Program, and our distance learning plan addresses instruction and therapy to meet each of the student's IEP goals. Upon reinstituted in-person instruction in September, Connections offers 6 live (synchronous) sessions/day addressing the following areas: ELA, Math, Therapy Services, Health and Wellness, Social and Emotional.	6	6		
Palm Beach	EdVenture Charter School	\$ 64,260.00	\$ 64,260.00	30-35	69	Students were given access to the TEAMS platform for remote learning. Classes were scheduled synchronously and recorded for students who required asynchronous options. Assignments were all digital and due dates were given weekly with options to make up missed work. Teachers held office hours and offered small group and 1:1 assistance as needed.	Each subject has one 45 minute remote class per day, plus scheduled office hours, small group and individual assistance is given as needed.	Students, on average were enrolled in 7 - 45 minute classes per day to mimic what in-person student learning looked like.	Students struggled with access and functioning and were given assistance with both during the pandemic. As the year went on more students returned to in person learning. This grant provided laptops for the classrooms so that we could improve student proficiency with online and web based learning platforms, electronic and digital content, emails, instant messaging, and other electronic communication.	
Palm Beach	Florida Futures Academy Charter HS	\$ 27,050.00	\$ 27,050.00	100	135	Instructional staff utilized face-to-face instructions, telephone calls, texts, emails, and Zoom calls were used in all attempts to reach our students	8 hours	5-6 hours	Instructional staff utilized face-to-face instructions, telephone calls, texts, emails, and Zoom calls were used in all attempts to reach our students	
Palm Beach	Gulfstream Goodwill Transition to Life Academy	\$ 49,000.00	\$ 47,876.28	65	64	75% of students participated in remote leaning while 25% of students participated in-person utilizing technology.	six hours per day	six hours	Teachers created lesson plans weekly that included worksheets and workbooks from the lessons presented virtually on Zoom as well as in person. Hard copy worksheets were mailed weekly for students to apply the knowledge learned in the virtual and in person classes.	
Palm Beach	Inlet Grove Community High School	\$ 581,340.00	\$ 523,340.25	792	796	We utilized Google Meet and Google Classroom to serve our students remotely and in person. Our teachers were instructing students in person and remotely by utilizing researched-based instructional strategies.	8 hours	8 hours	we created a School Reopening Plan and a Spring 2021 Educational Plan which outlines how we were able to meet the challenges. We utilized the Google G Suite for remote learning and for in person instruction.	
Palm Beach	Palm Beach Maritime Academy	\$ 356,894.00	\$ 300,612.87	880	886	Teachers taught classes to in person students while interactively live streaming to remote students.	7	6	We were able to provide all students with remote learning equipment , ongoing professional development to teachers in dual platform instruction, find new ways to provide innovative learning through a digital platform,	29
Palm Beach	Palm Beach Maritime Academy High School	\$ 64,604.00	\$ 57,213.15	135	209	Teachers taught in classrooms with students and interactive livestream via Google classroom to students remotely.	7	6	We were able to provide all students with remote learning equipment , ongoing professional development to teachers in dual platform instruction, find new ways to provide innovative learning through a digital platform,	
Palm Beach	Somerset Academy Lakes Charter School	\$ 139,239.00	\$ -	337	331	We installed tracking cameras, microphones, secondary monitors, and a 1 to 1 technology ration of laptops to all students. This allowed staff to instruct simultaneously students in the building and at home with a sense of ease. It also gave students at home and in the building an opportunity to participate and communicate in class equally.	6 to 7 hours	6 to 7 hours	Staff and students were properly equipped with technology to create a meaningful learning environment. Students with IEPs were able to receive their services via Zoom, small group instruction/break out rooms were utilized, and staff were provided with ongoing professional development to enhance their craft during these unprecedented times. 3rd grade FSA reading scores were released and 67% of students were at or above the proficiency level which was a 14% increase from the previous FSA in 2018.	67
Palm Beach	Toussaint L'Ouverture High School	\$ 46,536.00	\$ 46,536.00	28	42	TLHS implemented remote learning through the Zoom platform and through the use of the laptops purchased through this grant.	5	5	The school overcame challenges with remote learning by providing students the training they required to use the technology necessary to facilitate virtual learning. These skills have been an integral part of their educational experience this school year. Because of these skills many of these students now can type faster (or have learned to type), can navigate a windows computer with ease, learning how to download, save and organize their computers, have learned to use Microsoft Applications such as Word, Excel and PowerPoint. All of these skills are necessary when going out into the workforce. So coincidentally not only did they improve their skills for learning, they learned a life skill that will go with them beyond that of the walls of the school. The students felt very accomplished. Many of our students are immigrant students who do not speak English or may be in their first year as English Language Learners. Many of them have never had access to a computer. This has been a great learning experience for them> Though in-person learning would have been preferred, we were able to immerse the students in a technological experience and provide many opportunities that they may not have had access to otherwise.	
Palm Beach	University Preparatory Academy	\$ 190,199.00	\$ 171,293.79	340	348	Using some technology cameras, displays, etc.	6.5	6.5	Using technology purchased through the grant.	20
Palm Beach	Seagull Academy for Independent Living	\$ 37,499.00	\$ 31,778.90		38					
Pasco	Athenian Academy of Technology and the Arts	\$ 101,245.00	\$ 100,576.00	0	366	With covid cases dropping in Pasco County, we returned to 100% traditional learning.	0	0	Communication while hybrid teaching was the most challenging aspect of remote learning. The CSP Grant provided devices for our students to utilize at home; however, it was difficult for our teachers to answer questions of both students at home and in the classroom. With additional training with our remote families, we were able to better train them on the tools of Big Blue Button (Our online Zoom like interface built into Schoology, our LMS) and how to utilize emotes within the program to raise their hand during lessons, so the teacher would receive an alert that assistance was needed. Students then could interact via the built in microphone in the chromebook and/or via chat.	69

CSP Grant for Remote Learning Access due to COVID-19
Quarterly Performance Report
July 1, 2021

District	School Name	Allocation	Expenditures	From April 1, 2021 through July 1, 2021, how many students were or are served through remote or hybrid (in-person/ remote) learning?	Enrollment (October 2020 FTE)	In the area below, briefly describe how the school implemented remote/hybrid learning needs from April 1, 2021 through July 1, 2021.	From April 1, 2021 through July 1, 2021, on average, how many hours per day do teachers engage in remote or hybrid (in-person/remote) learning?	From April 1, 2021 through July 1, 2021, on average, how many hours per day do students engage in remote or hybrid (in-person/remote) learning?	Please provide information that shows how the school overcame challenges with remote learning during the grant period.	Third grade ELA Percent Proficient
Pasco	Learning Lodge Academy Inc	\$ 125,774.00	\$ 106,199.82	65	270	Some students were online full-time and some were blended (in school part-time and at home part-time)	7	5.5	1-on-1 help sessions with families Locating resources that align with our digital curriculum Participating in several trainings to management online learning Training for engagement structures for digital learning	55
Pinellas	Alfred Adler Elementary School	\$ 41,010.00	\$ -	8	88	The CSP grant was used to duplicate all curriculum available in the brick and mortar setting, to the virtual setting. Additionally, iPads were provided to students who lacked devices at home to do coursework.	6.5	6.5	The CSP grant was used to duplicate all curriculum available in the brick and mortar setting, to the virtual setting. Additionally, iPads were provided to students who lacked devices at home to do coursework.	21
Pinellas	Pinellas MYcroSchool of Integrated Academics and Technology	\$ 155,084.00	\$ -	113/ remote, 76/ in person	145	Teachers used Zoom, Microsoft Teams, Google Hangouts, and Google Meet to teach lessons in small groups, while teaching in-person using Direct Instruction Groups	Five (5) teachers engaged in 8 hours minimum per day (combination of in-person/ remote)	With two (2) sessions per day, (5 days per week), students engaged in in-person/ remote learning for a total of 5 hours minimum per day, 5 days a week.	The school remained consistent with its communication processes in sending daily messages to students who were absent on particular days. The school fully used its mentoring program, where every teacher and other staff member in the building was assigned a mentee to connect with. Here, the reasons were uncovered for students who disengaged, and it was due to a lack of wifi at home and/ or access to technology, where the school provided a tablet and a wifi box, so students can re-engage with the teachers. For students who weren't making adequate progress, phone calls and letters were sent home to parents and guardians inviting them back into the building to return to in-person learning. Others who requested to remain in remote learning were assigned set times during the day to connect with teachers for individual lessons via Zoom, Google Hangouts, Meet, and Microsoft Teams.	
Polk	Compass Middle Charter School	\$ 37,115.00	\$ 37,115.00	35	172	Compass Middle Charter School continued to utilize google meets for streamed video interactive instruction, Edgenuity curriculum for digital learning instruction, iReady for progress monitoring and individualized scaffold learning, and google classroom for personalized coursework and instruction.	3	6	The biggest challenges in implementing remote learning for Compass Middle Charter School were providing devices for students and implementing curriculum to meet the divers needs and also motivate our at-risk student population. Through the grant funds we were able to provide a device for each student. We were also able to utilize Edgeunity learning curriculum that is created as a digital learning platform. We added class hours with google meets so that students could meet with teachers and ask questions and receive extra support throughout their remote learning experience. We also utilized the google classroom platform to add daily posts and schedules, as well as add personalized learning assignments. Google classroom and google meets were used to help motivate students by keeping in touch with daily.	
Polk	Discovery Academy of Lake Alfred	\$ 299,707.00	\$ 299,707.00	180	974	Students were served by our designated Distance Learning teachers. The students followed the same school/class schedule as their brick and mortar peers, using Google Classroom platform. Students would start their class with their respective teacher via Zoom to receive instruction. Break out rooms were conducted for small group instruction and/or students with accommodations. Identified struggling students were also scheduled a Critical Thinking class using the i-Ready program. Students used the individualized instruction in Reading and Math with the expectation of two lessons a week completion. Assigned teachers were responsible for continuous communication with both students and parents on their performance, conducting data chats, and goal setting.	Our Distance Learning teachers taught the same amount of time as their brick and mortar colleagues. Our philosophy was to keep the quality of education the same; whether face-to-face or remote setting. Our schedule was Monday - Wednesday, 7 periods a day, each period 50 minutes. Thursdays and Fridays were block periods of 90 minutes each with an extended first period for additional instruction, based on students' needs.	Students were expected to attend each class as stated above. The students received the same amount of instructional time as their brick and mortar peers. Monday - Wednesday, students followed a 7 period, 50 minute class, with a built in lunch time schedule. Thursdays and Fridays were block periods of 90 minutes each an extended first period. Students were expected to use this time to attend any core academic class for additional remediation and/or extension as needed for a total of almost 6 hours a day.	DALA overcame challenges with our remote learning by designating a team of teachers, one for each class to teach remotely to our distance learners. This allowed teachers to focus on students' needs with a smaller class ratio. In addition, our communication commitment allowed a true partnership to keep all stakeholders involved in their child's education. We are proud to have met the 90% participation of student FSA completion. We provided multiple opportunities for our distance learners to participate in the state assessment.	
Polk	Discovery High School	\$ 256,965.00	\$ -	213	917	Our Virtual students completed the day by logging in to each class through Zoom. Students had to have their camera on and be active throughout the entire class to be considered present.	7.25	7.25	Our teachers began to use double monitors in the classroom to address teaching both traditional and virtual students simultaneously.	
Polk	New Beginnings High School	\$ 320,734.00	\$ -		745					
Putnam	Putnam Academy of Arts and Sciences	\$ 84,755.00	\$ 83,606.60	0	198	All of our remote learning students had returned to brick and mortar learning before April 1, 2021.	0	0	Challenges during the remote learning period were overcome through use of hotspots (helpful for students with no Internet access), Chromebooks (helpful for students with no home computers), and via a remote learning teacher who monitored and assisted remote learning students daily via Google Meet.	

CSP Grant for Remote Learning Access due to COVID-19
Quarterly Performance Report
July 1, 2021

District	School Name	Allocation	Expenditures	From April 1, 2021 through July 1, 2021, how many students were or are served through remote or hybrid (in-person/ remote) learning?	Enrollment (October 2020 FTE)	In the area below, briefly describe how the school implemented remote/hybrid learning needs from April 1, 2021 through July 1, 2021.	From April 1, 2021 through July 1, 2021, on average, how many hours per day do teachers engage in remote or hybrid (in-person/remote) learning?	From April 1, 2021 through July 1, 2021, on average, how many hours per day do students engage in remote or hybrid (in-person/remote) learning?	Please provide information that shows how the school overcame challenges with remote learning during the grant period.	Third grade ELA Percent Proficient
Putnam	Putnam Edge School	\$ 101,600.00	\$ 84,733.54	40	66	Students who are under performing in innovative learning will be asked to return back to brick/mortar. Additional support will be provided to a targeted group of students who were previously identified as having a reading deficiency and those who are in danger of retention. This program is designed to assist students who were already behind in reading proficiency and may have regressed in the Spring when students were instructed via distance learning. Targeted students will be invited to participate in a face-to-face intensive reading intervention program for Before and After the bell instruction. Targeted Students will be invited to attend Summer Credit Recovery and Reading enrichment for intensive support. Khan Academy and Renaissance Learning: Students in grades 9 through 12 will utilize Khan Academy and Renaissance Learning and the data collected from this blended learning program will also be used for progress monitoring purposes. Students are given a Level Set three times a year (Fall, Winter, Spring) and students can also show increase in Lexile level each month based on their performance in the program.	6.5	6.5	Students overcame challenges because the school provided one to one laptop devices and wireless hotspot for internet connectivity. Students also received online tech and academic support.	
Sarasota	Suncoast School for Innovative Studies	\$ 137,500.00	\$ 137,500.00	25	186	We continued with our learning model of providing learning both in person and remotely at the same time for any families who preferred to keep their children at home. If our students or staff needed to be quarantined we used technology to provide educational opportunities as well as to render services to our ESOL and ESE population,	Every single hour of the school day from April 1, 2021 - June 11, 2021 from 7:00 am - 6 pm. daily.,	8	We are a Title I school and most of our families did not have enough tech devices. We were able to assist in this area thanks to the grant. Combining our efforts with TMobile we were also able to provide hot spots to these families all free of charge.	32
UCP	UCP Downtown Charter School	\$ 88,200.00	\$ 84,130.24	15 students	177	UCP provided a "Flex Connect" innovative model which was synchronous learning for the majority of learning activities where students engage directly with peers, teachers, and staff via live streaming, small group meetings, and one to one sessions. Some of the students were in a "Flex Connect" only class but the majority participated with their peers who were learning F2F using the technology solutions that were provided through the grant (i.e. labtops, swivls, etc.)	7 hours per day	7 hours per day	Initial challenges included having enough technology for all students/staff and robust internet to provide remote services. Additional initial challenges were helping teachers/paras learn strategies to successfully teach remotely and F2F. These challenges were significantly mitigated with the grant funding. Additional support/professional development was provided by our colleagues at UCF. On-going professional development community sessions between all of our schools helped our education staff support each other.	0
UCP	UCP Pine Hills Charter School	\$ 88,000.00	\$ 88,000.00	36	178	UCP provided a "Flex Connect" innovative model which was synchronous learning for the majority of learning activities where students engage directly with peers, teachers, and staff via live streaming, small group meetings, and one to one sessions. Some of the students were in a "Flex Connect" only class but the majority participated with their peers who were learning F2F using the technology solutions that were provided through the grant (i.e. labtops, swivls, etc.)	7 hours per day	7 hours per day	Initial challenges included having enough technology for all students/staff and robust internet to provide remote services. Additional initial challenges were helping teachers/paras learn strategies to successfully teach remotely and F2F. These challenges were significantly mitigated with the grant funding. Additional support/professional development was provided by our colleagues at UCF. On-going professional development community sessions between all of our schools helped our education staff support each other.	16
UCP	UCP West Orange	\$ 84,300.00	\$ 81,476.00	22	167	UCP provided a "Flex Connect" innovative model which was synchronous learning for the majority of learning activities where students engage directly with peers, teachers, and staff via live streaming, small group meetings, and one to one sessions. Some of the students were in a "Flex Connect" only class but the majority participated with their peers who were learning F2F using the technology solutions that were provided through the grant (i.e. labtops, swivls, etc.)	7 hours per day	7 hours per day	Initial challenges included having enough technology for all students/staff and robust internet to provide remote services. Additional initial challenges were helping teachers/paras learn strategies to successfully teach remotely and F2F. These challenges were significantly mitigated with the grant funding. Additional support/professional development was provided by our colleagues at UCF. On-going professional development community sessions between all of our schools helped our education staff support each other	24
Volusia	Richard Milburn Academy	\$ 27,493.00	\$ 27,493.00	325	283	We implemented remote/hybrid learning through Zoom and Edgenuity platforms.	approximately 3 Hours a day	approximately 3-5 Hours a day	We required students who did not perform well through remote to return to the classroom and through tutoring services.	
Volusia	The Chiles Academy	\$ 14,500.00	\$ 14,497.65		150					
		\$ 16,900,940.00	\$ 10,413,629.85							